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ABSTRACT

This collection of papers discusses issues related to the overidentification of minority students in special education. After a "Foreword" (Senator James M. Jeffords) and an introduction, "Racial Inequality in Special Education" (Daniel J. Losen and Gary Orfield), 11 chapters include: (1) "Community and School Predictors of Overrepresentation of Minority Children in Special Education" (Donald P. Oswald, Martha J. Coutinho, and Al M. Best); (2) "Racial Disparities in the Identification, Funding, and Provision of Special Education"(Thomas Parrish); (3) "Double Jeopardy: An Exploration of Restrictiveness and Race in Special Education" (Edward Garcia Fierros and James W. Conroy); (4) "Of Rocks and Soft Places: Using Qualitative Methods to Investigate Disproportionality" (Beth Harry, Janette K. Klingner, Keith M. Sturges, and Robert F. Moore); (5) "Schools Make a Difference: The Overrepresentation of African American Youth in Special Education and the Juvenile Justice System" (David Osher, Darren Woodruff, and Anthony E. Sims); (6) "English-Language Learner Representation in Special Education in California Urban School Districts" (Alfredo J. Artiles, Robert Rueda, Jesus Jose Salazar, and Ignacio Higareda); (7) "Disability, Race, and High-Stakes Testing of Students" (Jay P. Heubert); (8) "Legal Challenges to Inappropriate and Inadequate Special Education for Minority Children" (David J. Losen and Kevin G. Welner); (9) "Evaluating the Office for Civil Rights' Minority and Special Education Project" (Theresa Glennon); (10) "IDEA and Disproportionality: Federal Enforcement, Effective Advocacy, and Strategies for Change" (Thomas Hehir); and (11) "Ending Segregation of Chicago's Students with Disabilities: Implications of the Corey H. Lawsuit" (Sharon Weitzman Soltman and Donald R. Moore). (Chapters contain references.) (SM)

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